

Major Notes

SPRING
EDITION

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Higher Education — 1958

A 32-page Report

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MILLSAPS
COLLEGE
BULLETIN



CONCERNING FREEDOM AT MILLSAPS

A Message . . .

From the President

This issue of the Alumni Bulletin carries statements which should help clarify the matters which received such extensive publicity in March. It is hoped that the Alumni will give careful attention to all of these official words. They deserve study.



None of these statements is perfect. Words are helpful, but they are limited.

It is never easy adequately and fully to communicate with the help of either the written or spoken word. Under the circumstances, it is believed that these statements are commendable.

I wish that personal conversations with all Alumni were possible. They would help them, even more, to understand clearly the entire situation.

The Alumni will be pleased to learn that faculty and student morale is high. The Alumni will be gratified also to know that the members of the Board of Trustees were not only unanimous in the approval of their statements, but that they were unanimous in their sentiments and enthusiastic about them. The spirit of the entire college community — Faculty, Students and Trustees — is, in my judgment, admirable.

And the spirit of the Alumni is equally admirable. I wish it were possible for all of the Alumni to share with me the expressions of loyalty to Millsaps College that have come from graduates. It could be reassuring to you as it has been to me.

We at the College have made mistakes in the past. We will make mistakes in the future. The Alumni can be sure that the Administration and Faculty will continue to endeavor to do what is right and good so that the purpose of Millsaps College can be fulfilled.

A handwritten signature in cursive script, reading "J. E. Finger".

Earlier in the year the Christian Council, interdenominational student group, scheduled a series of lectures to stimulate thought on questions which concern the current generation of college students. Effort was made to secure speakers presenting widely different points of view. One of the lecture series was on the subject "Christianity and Race Relations." The lectures were planned for members of the College community.

Two speakers appeared during the four-week series. The first was Dr. Ernst Borinski, professor of sociology at Tougaloo College, a Negro institution supported by the Congregational Christian Church. The other speaker was John Satterfield, alumnus and Yazoo City attorney, a segregationist.

Following the first talk a local newspaper, whose reporter had attended with others from the local community, presented stories concerning the series which touched off a bitter attack on the policies of Millsaps College. Other groups joined the paper in this effort.

Statements issued by Dr. Finger on March 9, and the Board of Trustees and the Student Senate later, concerning the recent controversy appear below. There may be the feeling on the part of some that it is not necessary to review the subject in such detail here. However, our decision to publish the following statements is based on the firm belief that Millsaps College alumni logically are the closest of her constituents and, as such, should be intelligently informed concerning the state of the College, its needs and its problems, as well as its progress. Parents of students currently enrolled, of those applying for admission next year, and members of the Methodist Church in Mississippi have received full reports from the College on the incidents. They have responded in a magnificent manner. We have faith in the alumni, in their love for the College, and in their desire to use their influence for its continued strength and leadership in the field of Christian higher education. As an introduction and a background for intelligent study of the situation, the Statement of Purpose of the College prepared by the faculty in 1956 precedes the other statements. J.J.L.

The Purpose of Millsaps College

Millsaps College has as its primary aim the development of men and women for responsible leadership and well-rounded lives of useful service to their fellow men, their country, and their God. It seeks to function as a community of learners where faculty and students together seek the truth that frees the minds of men.

As an institution of the Methodist Church, Millsaps College is dedicated to the idea that religion is a vital part of education; that education is an integral part of the Christian religion; and that church-related colleges, providing a sound academic program in a Christian environment, afford a kind of discipline and influence which no other type of institution can offer. The College provides a congenial atmosphere where persons of all faiths may study and work together for the development of their physical, intellectual, and spiritual capacities.

As a liberal arts college, Millsaps seeks to give the student adequate breadth and depth of understanding of civilization and culture in order to broaden his perspective, to enrich his personality, and to enable him to think and act intelligently amid the complexities of the modern world. The curriculum is designed to avoid premature specialization and to integrate the humanities, the social studies, and the natural sciences for their mutual enrichment.

The College recognizes that training which will enable a person to support himself adequately is an essential part of a well-rounded education. On the other hand, it believes that one of the chief problems of modern society is that in too many cases training as expert technicians has not been accompanied by education for good citizenship. It offers, therefore, professional and pre-professional training balanced by cultural and humane studies. In the environment that emphasizes the cultural and esthetic values to be found in the study of language, literature,

philosophy, and science, the student at Millsaps can also obtain the necessary courses to prepare him for service in such fields as teaching, journalism, social work, and business or for professional study in these areas as well as in theology, medicine, dentistry, engineering, law, and other fields.

As an institution of higher learning, Millsaps College fosters an attitude of continuing intellectual awareness, of tolerance, and of unbiased inquiry, without which true education cannot exist. It does not seek to indoctrinate, but to inform and inspire. It does not shape the student in a common mold of thought and ideas, but rather attempts to search out his often deeply hidden aptitudes, capacities, and aspirations and to provide opportunities for his maximum potential development. It seeks to broaden his horizons and to lift his eyes and heart toward the higher and nobler attributes of life. The desired result is an intelligent, voluntary dedication to moral principles and a growing social consciousness that will guide him into a rich, well-rounded Christian life, with ready acceptance of responsibility to neighbor, state, and church.

Adopted by the Faculty and Board of Trustees — 1955-56

The President's Statement

In view of the extensive newspaper publicity given in recent days to some discussion groups at Millsaps College, it is appropriate for a statement to be made to all friends of the College. It is hoped that this statement will be carefully read and considered in its entirety. Apology is made for its length. Its importance justifies it.

The Millsaps College Christian Council, composed of 9 students elected by the several denominational and religious groups on the campus and 6 faculty members, coordinates the religious life program of the College.

This group planned 6 discussion groups for the month of March on the following topics: (1) Theological Trends; (2) Consequences of Nuclear Energy; (3) Christianity and Race Relations; (4) The Christian and International Relations; (5) The Christian Interpretation of Man; and (6) The Ecumenical Movement in the Church. A number of guests were invited representing different points of view to present a part of the topic. The groups were to meet simultaneously on Monday evenings.

Some students expressed an interest in hearing a presentation of more than one side of the topic on Christianity and Race Relations. It is difficult to find a white man in Jackson who would speak to the Negro's point of view. It was therefore suggested that a white professor at Tougaloo be asked to present the topic as he understands that the Negro sees it. When the invitation was issued no questions were asked about what organizations the professor belonged to.

The professor was invited to speak on Monday evening, March 3. He spoke to 16 students. It is exceedingly regrettable that this invitation was issued.

The next speaker scheduled was Mr. Glenn Smiley. At a student conference during the Christmas vacation Mr. Smiley spoke to a number of college students about possible visits to their campuses. Some Millsaps College students knew of this conversation and encouraged Mr. Smiley to pursue his interest. He was scheduled to speak on the Race Relations Forum. He was to have spoken on the importance of not using violence in any controversies or differences between racial groups.

There are, to be sure, differences of opinion on the ends Mr. Smiley seeks. There surely is no difference of opinion among Christians about his means. We propose to resolve our differences, whatever they are, without violence. This was to have been his presentation.

The press received a story announcing that a "second integrationist" was scheduled to speak at the College. The story was so misleading about the purpose of this scheduled talk that Mr. Smiley's appearance was cancelled. It is also exceedingly regrettable that this invitation was extended. The College Administration will urge all committees inviting guest speakers to exercise care and caution in the selection of appropriate personnel.

A second speaker in the group on race relations is a well-known and highly respected citizen of Jackson and Yazoo City. He will present the topic from the viewpoint of a segregationist. His name did not appear in the original list of speakers for the reason that the Christian Council had been unable to reach him for a specific commitment.

The press carried reports also of a discussion led at Tougaloo College by a

(Continued on Page 39)

MAJOR NOTES

Millsaps College Alumni Magazine

Editor — James J. Livesay

Associate Editor — Shirley Caldwell

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MILLSAPS COLLEGE BULLETIN

Vol. 42 APRIL, 1958 No. 8

Published by Millsaps College monthly during the College year

Entered as Second Class Matter November 21, 1917 at the Post Office in Jackson, Miss., under the Act of August 24, 1912.

ABOUT THE COVER



Thousands across the nation have been inspired by the Millsaps Singers since the organization was founded in 1934 by Alvin J. King. This year's choir is pictured above before the spring concert tour. They were directed by Music Department Chairman Holmes Ambrose. The photograph, taken by Hiatt's Studio, honors today's Singers and those of the 1934-56 era who will be holding their first reunion on the campus on Alumni Day, May 10.

A Word About This Issue

The face of Millsaps College is familiar to her sons and daughters. Influences of the days spent on her campus and in her classrooms have continued through the years. If MAJOR NOTES has filled its purpose with any effectiveness, the College today, its actions, its planning, its goals are well known. Regular reports in this magazine have provided information which should have enabled the alumnus to determine the importance of his role in the future of the College.

But have we told the story of American higher education in all its national diversity, strength, urgency and opportunity? Do we provide perspective that shows our Alma Mater in its world orientation?

There are reasons that we could not, of course. We have limits of manpower, budget, time; there are immediate, demanding preoccupations. But a few months ago a group of 14 editors of American alumni magazines was challenged to pool individual resources and tackle the bigger assignment together. The special 32-page supplement, beginning on page seven and bound into this issue, is the result.

It was not achieved simply or easily, this survey essay on American higher education 1958. The original 14 invited other editors to share in this project. Dozens helped scout out what was significant in every region. Material was collected, collated, written and rewritten.

Last fall alumni magazine editors were given a chance to subscribe to the special supplement. They could not be shown any final product to inspect, but 153 institutions bought it, sight unseen. The list of them is impressive in its scope and differences but linked in a sense of common cause. Large universities and small liberal arts colleges are included among those publishing the report. They are among the nation's most respected institutions of higher learning. In all, 1,350,000 copies were printed. It has been a cooperative experiment without precedent. We're grateful to those who made this unusual, thoughtful treat possible for us all.

The alumnus of Millsaps College will look in vain for direct mention of his Alma Mater. But, alongside many a paragraph and many a photo, he will find an implicit checkmark of relevance. Names or not, Millsaps is there.



President Re-elected

The Board of Trustees of Millsaps College has re-elected Dr. H. E. Finger, Jr., to the presidency of the sixty-six year old institution for another three-year term.

The action was taken at the February meeting of the Board in which two dormitories now under construction were named.

Re-elected as officers of the Board were Bishop Marvin Franklin, chairman; Dr. B. M. Hunt, vice-chairman; Dr. N. J. Golding, secretary; and Dr. Boyd Campbell, treasurer.

A dormitory for men which will house 132 students has been named Ezelle Hall in recognition of the outstanding service of R. L. Ezelle, Jackson business man and former chairman of the Board of Trustees of the College.

The women's dormitory will be called Fae Franklin Hall in honor of the wife of Methodist Bishop Marvin A. Franklin. It will accommodate up to 100 students.

Dr. Finger was praised for his leadership and vision displayed since he was inaugurated in 1952 as the sixth president of Millsaps College.

Biggest, Best Day

More than 550 guests converged on the Millsaps College campus Saturday, March 15, to take part in the twentieth annual High School Day program.

Most of the visitors were high school seniors who were strongly considering applying for admission. It was the largest and most successful High School Day in history, according to veteran observers.

Top winners in the competitive scholarship tests included Harley Harris, Jackson (Murrah), first place; Jane Montgomery, Greenwood, second place; and Brenda Sartoris, Jackson (Provine) and Robert N. Leggett, Jr., Vicksburg, third place. Scores on tests were well above the level reached by contestants in previous years.

Reunion of '13 Set

So successful was the 1953 reunion of the Class of 1913 that its members have decided they can't wait until their get-together comes up on the schedule again. They've voted to meet two years earlier than the alumni reunion plan suggests.

Originally scheduled for 1960, the meeting was called for Homecoming 1958. A committee composed of Sam

Lampton, Herbert Lester, and Frank Scott was appointed to plan the event.

In March the committee announced that a survey revealed that a majority of the class members preferred to meet at Commencement on June 2, 1958. Plans have been made, and the class will get together from 3 to 5 p. m. on June 2 at the home of Mr. and Mrs. Herbert Lester, "Woodlawn Place," 1915 Terry Road, in Jackson.

All members of the class of 1913 have been invited to attend the reunion. That includes, of course, former students who would have graduated with the class of '13 if they had remained at Millsaps.

It is evident that persons whose classes have been meeting and who have not joined their classmates at the meeting have been missing something. October 25, 1958, is a good time for the members of the classes of '42, '41, '40, '39, '23, '22, '21, '20, and '09 and before to find out just what it is.

Boyd Is Instructor

A successful first year as debate coach at Millsaps is being completed by Alton Boyd, '57.

Boyd joined the speech department in September of '57 as instructor of speech. Remembering his fine work as a member of the debate team, officials asked him to assume duties as coach.

A Millsaps student under his supervision, Welborn Rives, of Jackson, won first place in the state oratorical contest in March.

The Millsaps team has shown up well in other contests. Students have won approximately 70% of the 65 debates they have entered this season.

Nominees Chosen

A slate of ten nominees for officers of the Alumni Association for the year 1958-59 was announced at press time by O. B. Triplett, Jr., president.

Presidential nominees are The Reverend Roy C. Clark, '41, Jackson minister; and Rubel Phillips, '48, Jackson attorney.

Named as candidates for the three vice-presidential posts were J. D. Cox, '47, Jackson; W. B. Dribben, '29, Greenwood; W. T. Hankins, '28, Jackson; The Reverend Garland Holloman, '34, Clarksdale; Mrs. J. Earl Rhea (Mildred Clegg), '38, Jackson; and Dr. Noel Womack, '44, Jackson.

Nominees for recording secretary are Evelyn McGahey, '40, Jackson; and Mrs. John D. Wofford (Elizabeth Ridgway), '50, also of Jackson.

Results of the ballot-by-mail election will be announced at the Alumni Day banquet on Saturday, May 10.

Campus Saddened

Sorrow has come to the Millsaps College community since the publication of the last issue of the alumni magazine.

After a long illness, death came on January 21 to Dr. W. E. Riecken, former dean and chairman of the department of biology for 20 years. Because of ill health Dr. Riecken was given a leave of absence in 1954 and, despite a heroic effort, was never able to return to the profession he loved so well and served so effectively.

On March 29, Mrs. W. H. Ratliff, prominent churchwoman and mother of Mrs. H. E. Finger, Jr., was killed in a tragic automobile accident a few miles south of Canton, Mississippi.

Mrs. Ratliff, a resident of Sherard, Mississippi, had given unselfishly of her time and talent to the Methodist Church, serving in positions of leadership on the national, regional and state level. She was widely traveled and was in demand as a speaker and consultant in many fields.

Millsaps College alumni have joined many others in expressing their deep concern and sympathy to the two families, whose members have contributed so much to higher education in Mississippi.

Superior Students

Millsaps College students have been selected for recognition by two national foundations.

The Woodrow Wilson National Fellowship Foundation has awarded fellowships to seven students enrolled in Mississippi institutions, four of whom are seniors at Millsaps.

The Wilson Fellowships are awarded to outstanding students who are interested in preparing for the college teaching profession.

Seniors and their fields of study are Kaisa Braaten, Laurel, psychology; Carol Broun, Jackson, European history; Ann Myers, Greenwood, comparative government; and Kermit Scott, Leland, philosophy.

The Fund for Adult Education has chosen The Reverend Carlton R. Sollie, of Georgetown, as one of 40 students throughout the nation to receive a grant to finance study for one year in the institution of their choice.

Sollie will study in the field of the humanities and social sciences at Millsaps.

In Memoriam

This column is dedicated to the memory of graduates, former students, and friends who have passed away in recent months. Every effort has been made to compile an accurate list, but there will be unintentional omissions. Your help is solicited in order that we may make the column as complete as possible. Those whose memory we honor are as follows:

Mayor James D. Arrington, '28-'30, of Collins, Mississippi, who died of a heart attack Christmas Day while preparing for a family reunion and Christmas dinner. Publisher of the Collins *News Commercial* and author of a daily feature column in Jackson's *State Times*, he was a nationally known after-dinner speaker.

Charles Richard Cook, '02, who died May 3, 1957. He was a resident of Shreveport, Louisiana.

Judge Lamar F. Easterling, '03, who died January 31, 1958. He was a resident of Jackson.

Woodson K. Jones, '29, who died January 29, 1958. A lumberman and gardening specialist, he had lived in Jackson.

Curtis Mullen, III, sophomore, who was killed in a highway accident January 20, 1958. He had lived in Canton, Mississippi.

West O'Neal Tatum, a former student ('99-'01) and a member of the Board of Trustees of Millsaps, who died January 5 at his home in Hattiesburg, Mississippi.

Harry L. Wright, '00-'01, who died in March. He had been associated for twenty years with the Engineering Department of the city of Jackson.

Alumni Day and You

Alumni Day is Saturday, May 10. For the fifth consecutive year a spring-garbed campus will welcome graduates and former students, many of whom will be returning for the first time.

In many respects Alumni Day this year will be quite similar to those of the immediate past. Registration will begin at 11:30 a. m. There'll be the glad greetings, the warm feelings of nostalgia, the flash of the college camera, groups of former students engaged in happy conversation.

As in the past the college cafeteria will be the scene of the informal lunch-with-the-students interlude, beginning this year at noon.

Seminars conducted by Millsaps pro-

fessors will begin at 2 p. m. Classrooms in the Christian Center Building will be used for this increasingly popular Alumni Day feature. Alumni "students" will take a break at 3 p. m. for coffee and go back for another hour of continuing education.

At 5:15 p. m. the afternoon convocation will be held, featuring the first reunion of the now "fabulous" group, the Millsaps Singers. Tour choir members from 1934 through 1956 will present an informal program for other alumni and, best of all, "Pop" will be on the podium.

Then there'll be the traditional Alumni Day banquet, with the induction of the Class of '58 as members of the Association, and an important address by President Finger. Results of the ballot-by-mail elections of Alumni Association officers will be announced at the banquet.

To conclude a memorable day there'll be the hit Broadway musical, "Kismet," at 8:15 p. m. in the Christian Center auditorium. The magic of the evening will be provided by the Millsaps Players and the Department of Music. As is so often the case, these two organizations will be bringing their audiences a first in Mississippi.

Yes, in many respects, Saturday, May 10, will be much like the other Alumni Days at Millsaps. There will be some differences, however.

For the first time since its founding by Alvin J. King in 1934, the Millsaps Singers will meet for fellowship and to sing together. It should be a real thrill to hear members of all of the choirs unite their voices in informal concert.

Never before has an Alumni Day audience been treated to a Broadway musical. Graduates and former students will be guests of the College, and "Kismet" should be an unforgettable experience.

The greatest difference, we believe, will be in the spirit of those who return to their Alma Mater. Recent events, widely publicized in the Mississippi press, have impressed upon the minds and hearts of most Millsaps alumni the integrity and great value of their Alma Mater. Many persons who never responded before will attend Alumni Day functions to demonstrate their faith in the College and to symbolize their continuing loyalty and support.

We predict Alumni Day will be for former students a day of decision, just as High School Day was for a magnificent group of future alumni. It will be a day of awakening for many who had never realized their responsibility to Millsaps College before.

What better time than May 10 for you to respond to the needs of your Alma Mater and Christian higher education in this present hour?

Murrah Heads Club

The son of the first president of Millsaps College has been named president of the Memphis Area Millsaps College Alumni Club.

He is W. F. Murrah, prominent Memphis citizen, who is a member of the Association's 45-man Board of Directors.

Named to serve with Murrah were James B. Kisner, vice-president, and Ralph McCool and J. T. Stuckenschneider, directors.

Retiring president J. J. Valentine was elected chairman of the Board of the Memphis group.

The election was held at the organization's winter meeting on February 10 in the home of Mr. and Mrs. W. C. Wofford.

Since its founding in 1954, the Memphis Club has been one of the most active and effective area alumni organizations.

The next meeting will be held at President Murrah's country home near Memphis.

Heartiest congratulations to the group on their continuing progress.

Fund Total Given

Figures released on April 11th showed a total of \$10,573 in cash and pledges subscribed to the Alumni Fund by 436 persons.

The survey showed the following classes to be leading the field in individual categories: percentage of members giving, the Class of 1907 with 32%; number of members giving, the Class of 1953 with 26; and total pledged or paid, the Class of 1917 with \$1,302.

Special recognition goes to the classes of 1907 and 1941 for placing among the top five in two of the three categories.

Campaign Chairman George Pickett has expressed confidence that the 1957-58 Fund campaign goal of \$17,500 will be reached and exceeded.

Closing date for the campaign is June 30, 1958.

Last year, in its first year, the Alumni Fund program obtained \$16,483.81 from 783 alumni. Thus far this year individual gifts to the Fund have been running higher than last year's gifts.

Pickett urged every reader of MAJOR NOTES to give something to the Fund. Size of the gift is not of primary importance, he said.

AMERICAN HIGHER EDUCATION 1958

ITS PRESSING PROBLEMS AND NEEDS ARE
EXCEEDED ONLY BY ITS OPPORTUNITIES

THIS is a special report. It is published because the time has come for colleges and universities—and their alumni—to recognize and act upon some extraordinary challenges and opportunities.

Item: Three million, sixty-eight thousand young men and women are enrolled in America's colleges and universities this year—45 per cent more than were enrolled six years ago, although the number of young people in the eighteen-to-twenty-one age bracket has increased only 2 per cent in the same period. A decade hence, when colleges will feel the effects of the unprecedented birth rates of the mid-1940's, today's already-enormous enrollments will double.

Item: In the midst of planning to serve *more* students, higher education is faced with the problem of not losing sight of its *extraordinary* students. "What is going to happen to the genius or two in this crowd?" asked a professor at one big university this term, waving his hand at a seemingly endless line of students waiting to fill out forms at registra-





HIGHER education in America had its beginnings when the Puritans founded a college to train their ministers. Here, reflected in a modern library window, is the chapel spire at Harvard.

tion desks. "Heaven knows, if the free world ever needed to discover its geniuses, it needs to do so now." President Robert Gordon Sproul of the University of California puts it this way: "If we fail in our hold upon quality, the cherished American dream of universal education will degenerate into a nightmare."

Item: A college diploma is the *sine qua non* for almost any white-collar job nowadays, and nearly everybody wants one. In the scramble, a lot of students are going to college who cannot succeed there. At the Ohio State University, for instance, which is required by law to admit every Ohioan who owns a high-school diploma and is able to complete the entrance blanks, two thousand students flunked out last year. Nor is Ohio State's problem unique. The resultant waste of teaching talents, physical facilities, and money is shocking—to say nothing of the damage to young people's self-respect.

Item: The cost of educating a student is soaring. Like many others, Brown University is boosting its fees this spring: Brown students henceforth will pay an annual tuition bill of \$1,250. But it costs Brown \$2,300 to provide a year's instruction in return. The difference between charges and actual cost, says Brown's President Barnaby C. Keeney, "represents a kind of scholarship from the faculty. They pay for it out of their hides."

Item: The Educational Testing Service reports that lack of money keeps many of America's ablest high-school students from attending college—150,000 last year. The U. S. Office of Education found not long ago that even at public colleges and universities, where tuition rates are still nominal, a student needs around \$1,500 a year to get by.

Item: Non-monetary reasons are keeping many promising young people from college, also. The Social Science Research Council offers evidence that fewer than half of the students in the upper tenth of their high-school classes go on to college. In addition to lack of money, a major reason for this defection is "lack of motivation."

Item: At present rates, only one in eight college teachers can ever expect to earn more than \$7,500 a year. If colleges are to attract and hold competent teachers, says Devereux C. Josephs, chairman of the President's Committee on Education Beyond the High School, faculty salaries must be increased by at least

FROM its simple beginnings, American higher education has grown into 1,800 institutions of incredible diversity. At the right is but a sampling of their vast interests and activities.

50 per cent during the next five years. Such an increase would cost the colleges and universities around half a billion dollars a year.

Item: Some critics say that too many colleges and universities have been willing to accept—or, perhaps more accurately, have failed firmly to reject—certain tasks which have been offered to or thrust upon them, but which may not properly be the business of higher education at all. “The professor,” said one college administrator recently, “should not be a carhop who answers every demanding horn. Educational institutions must not be hot-dog stands.”

Item: The colleges and universities, some say, are not teaching what they ought to be teaching or are not teaching it effectively. “Where are the creative thinkers?” they ask. Have we, without quite realizing it, grown into a nation of gadgeteers, of tailfin technicians, and lost the art of basic thought? (And from all sides comes the worried reminder that the other side launched their earth satellites first.)

THESE are some of the problems—only some of them—which confront American higher education in 1958. Some of the problems are higher education’s own offspring; some are products of the times.

But some are born of a fact that is the identifying strength of higher education in America: its adaptability to the free world’s needs, and hence its diversity.

Indeed, so diverse is it—in organization, sponsorship, purpose, and philosophy—that perhaps it is fallacious to use the generalization, “American higher education,” at all. It includes 320-year-old Harvard and the University of Southern Florida, which now is only on the drawing boards and will not open until 1960. The humanities research center at the University of Texas and the course in gunsmithing at Lassen Junior College in Susanville, California. Vassar and the U. S. Naval Academy. The University of California, with its forty-two thousand students, and Deep Springs Junior College, on the eastern side of the same state, with only nineteen.

Altogether there are more than 1,800 American institutions which offer “higher education,” and no two of them are alike. Some are liberal-arts colleges, some are



UNIVERSITY OF NEW MEXICO

MILLS COLLEGE





DARTMOUTH COLLEGE



AMHERST COLLEGE



UNIVERSITY OF CALIFORNIA



DEEP SPRINGS JUNIOR COLLEGE



EMORY UNIVERSITY

UNIVERSITY OF KANSAS



WITH growth have come problems for the colleges and universities. One of the most pressing, today, is swelling enrollments. Already they are straining higher education's campuses and teaching resources. But the present large student population is only a fraction of the total expected in the next decade.



SMITH COLLEGE

vast universities, some specialize in such fields as law, agriculture, medicine, and engineering. Some are supported by taxation, some are affiliated with churches, some are independent in both organization and finance. Thus any generalization about American higher education will have its exceptions—including the one that all colleges and universities desperately need more money. (Among the 1,800, there may be one or two which don't.) In higher education's diversity—the result of its restlessness, its freedom, its geography, its competitiveness—lies a good deal of its strength.

AMERICAN higher education in 1958 is hardly what the Puritans envisioned when they founded the country's first college to train their ministers in 1636. For nearly two and a half centuries after that, the aim of America's colleges, most of them founded by churches, was limited: to teach young people the rudiments of philosophy, theology, the classical languages, and mathematics. Anyone who wanted a more extensive education had to go to Europe for it.

One break from tradition came in 1876, with the founding of the Johns Hopkins University. Here, for the first time, was an American institution with European standards of advanced study in the arts and sciences.

Other schools soon followed the Hopkins example. And with the advanced standards came an emphasis on research. No longer did American university scholars

In the flood of vast numbers of students, the colleges and universities are concerned that they not lose sight of the individuals in the crowd. They are also worried about costs: every extra student adds to their financial deficits.

HARVARD UNIVERSITY

simply pass along knowledge gained in Europe; they began to make significant contributions themselves.

Another spectacular change began at about the same time. With the growth of science, agriculture—until then a relatively simple art—became increasingly complex. In the 1850's a number of institutions were founded to train people for it, but most of them failed to survive.

In 1862, however, in the darkest hours of the Civil War, Abraham Lincoln signed the Morrill Land-Grant Act, offering each state public lands and support for at least one college to teach agriculture and the mechanic arts. Thus was the foundation laid for the U. S. state-university system. "In all the annals of republics," said Andrew D. White, the first president of one institution founded under the act, Cornell University, "there is no more significant utterance of confidence in national destiny, out from the midst of national calamity."

NOW there was no stopping American higher education's growth, or the growth of its diversity. Optimistically America moved into the 1900's, and higher education moved with it. More and more Americans wanted to go to college and were able to do so. Public and private institutions were established and expanded. Tax dollars by the millions were appropriated, and philanthropists like Rockefeller and Carnegie and Stanford vied to support education on a large scale. Able teachers, now being graduated in numbers by America's own universities, joined their staffs.

In the universities' graduate and professional schools, research flourished. It reached outward to explore the universe, the world, and the creatures that inhabit it. Scholars examined the past, enlarged and tended man's cultural heritage, and pressed their great twentieth-century search for the secrets of life and matter.

Participating in the exploration were thousands of young Americans, poor and rich. As students they were acquiring skills and sometimes even wisdom. And, with

their professors, they were building a uniquely American tradition of higher education which has continued to this day.

OUR aspirations, as a nation, have never been higher. Our need for educational excellence has never been greater. But never have the challenges been as sharp as they are in 1958.

Look at California, for one view of American education's problems and opportunities—and for a view of imaginative and daring action, as well.

Nowhere is the public appetite for higher education more avid, the need for highly trained men and women more clear, the pressure of population more acute. In a recent four-year period during which the country's population rose 7.5 per cent, California's rose some 17.6 per cent. Californians—with a resoluteness which is, unfortunately, not typical of the nation as a whole—have shown a remarkable determination to face and even to anticipate these facts.

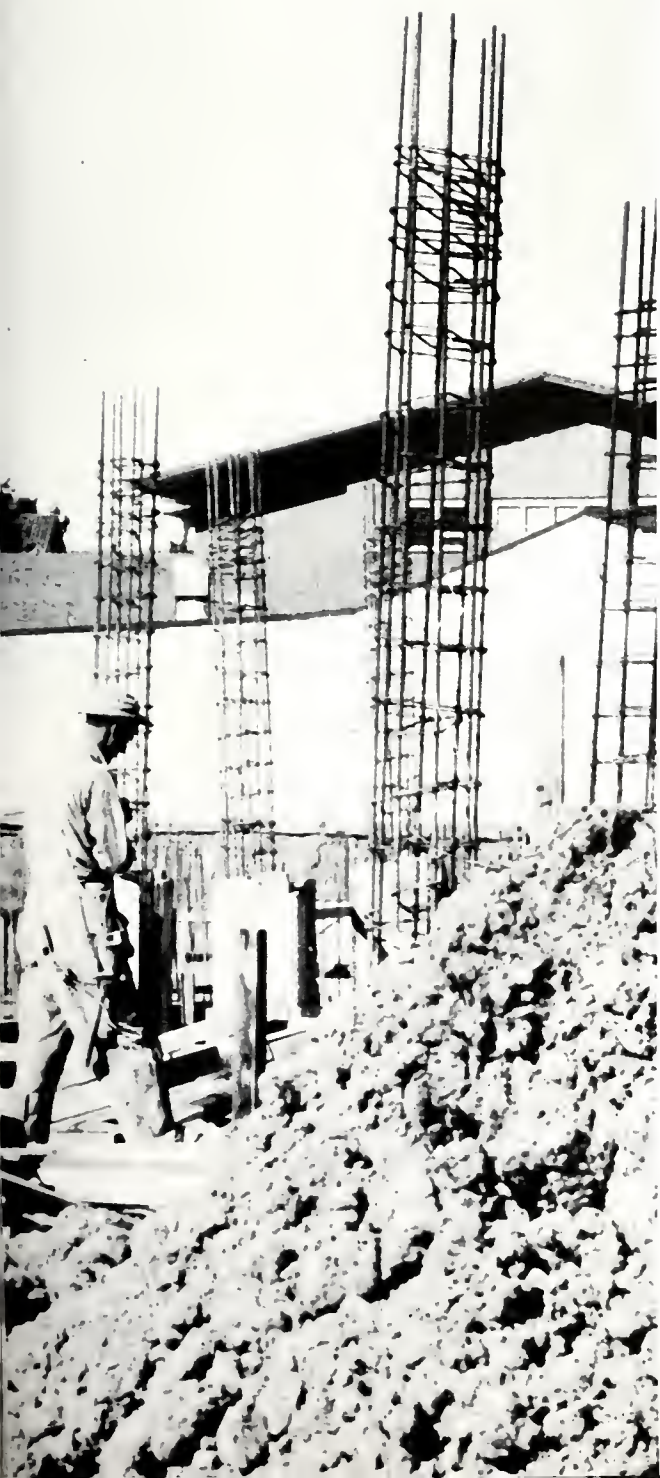
They have decided that the state should build fifteen new junior colleges, thirteen new state colleges, and five new campuses for their university. (Already the state has 135 institutions of higher learning: sixty-three private establishments, sixty-one public junior colleges, ten state colleges, and the University of California with eight campuses. Nearly 40 cents of every tax dollar goes to support education on the state level.)

But California has recognized that providing new facilities is only part of the solution. New philosophies are needed, as well.

The students looking for classrooms, for example, vary tremendously, one from the other, in aptitudes, aims, and abilities. "If higher education is to meet the varied needs of students and also the diverse requirements of an increasingly complex society," a California report says, "there will have to be corresponding diversity among and within educational institutions. . . . It will







To accommodate more students and to keep pace with increasing demands for complex research work, higher education must spend more on construction this year than in any other year in history.

not be sufficient for California—or any other state, for that matter—simply to provide enough *places* for the students who will seek college admission in future years. It will also have to supply, with reasonable economy and efficiency, a wide range of educational *programs*."

Like all of the country, California and Californians have some big decisions to make.

DR. LEWIS H. CHRISMAN is a professor of English at West Virginia Wesleyan, a Methodist college near the town of Buckhannon. He accepted an appointment there in 1919, when it consisted of just five major buildings and a coeducational student body of 150. One of the main reasons he took the appointment, Dr. Chrisman said later, was that a new library was to be built "right away."

Thirty years later the student body had jumped to 720. Nearly a hundred other students were taking extension and evening courses. The zooming postwar birth rate was already in the census statistics, in West Virginia as elsewhere.

But Dr. Chrisman was still waiting for that library. West Virginia Wesleyan had been plagued with problems. Not a single major building had gone up in thirty-five years. To catch up with its needs, the college would have to spend \$500,000.

For a small college to raise a half million dollars is often as tough as for a state university to obtain perhaps ten times as much, if not tougher. But Wesleyan's president, trustees, faculty, and alumni decided that if independent colleges, including church-related ones, were to be as significant a force in the times ahead as they had been in the past, they must try.

Now West Virginia Wesleyan has an eighty-thousand-volume library, three other buildings completed, a fifth to be ready this spring, and nine more on the agenda.

A group of people reached a hard decision, and then made it work. Dr. Chrisman's hopes have been more than fulfilled.

So it goes, all over America. The U. S. Office of Education recently asked the colleges and universities how much they are spending on new construction this year.



UNIVERSITY OF CALIFORNIA

THE most serious shortage that higher education faces is in its teaching staffs. Many are underpaid, and not enough young people are entering the field. Here, left to right, are a Nobel Prizewinning chemist, a Bible historian, a heart surgeon, a physicist, and a poet.

Ninety per cent of them replied. In calendar 1958, they are spending \$1.078 billion.

Purdue alone has \$37 million worth of construction in process. Penn has embarked on twenty-two projects costing over \$31 million. Wake Forest and Goucher and Colby Colleges, among others, have left their old campuses and moved to brand-new ones. Stanford is undergoing the greatest building boom since its founding. Everywhere in higher education, the bulldozer, advance agent of growth, is working to keep up with America's insatiable, irresistible demands.

BUILDING PROJECTS, however, are only the outward and visible signs of higher education's effort to stay geared to the times. And in many ways they are the easiest part of the solution to its problems. Others go deeper.

WEST VIRGINIA WESLEYAN COLLEGE



Not long ago the vice president of a large university was wondering aloud. "Perhaps," he said, "we have been thinking that by adding more schools and institutes as more knowledge seemed necessary to the world, we were serving the cause of learning. Many are now calling for a reconsideration of what the whole of the university is trying to *do*."

The problem is a very real one. In the course of her 200-year-plus history, the university had picked up so many schools, institutes, colleges, projects, and "centers" that almost no one man could name them all, much less give an accurate description of their functions. Other institutions are in the same quandary.

Why? One reason is suggested by the vice president's comment. Another is the number of demands which we as a nation have placed upon our institutions of higher learning.

We call upon them to give us space-age weapons and



BAYLOR UNIVERSITY

RENSSELAER POLYTECHNIC INSTITUTE



DARTMOUTH COLLEGE

polio vaccine. We ask them to provide us with lumbermen and liberally educated PTA presidents, doctors and statesmen, business executives and poets, teachers and housewives. We expect the colleges to give us religious training, better fertilizers, extension courses in music appreciation, fresh ideas on city planning, classes in square dancing, an understanding of medieval literature, and basic research.

The nation does need many services, and higher education has never been shy about offering to provide a great portion of them. Now however, in the face of a multitude of pressures ranging from the population surge to the doubts many people have about the quality of American thought, there are those who are wondering if America is not in danger of over-extending its educational resources: if we haven't demanded, and if under the banner of higher education our colleges and universities haven't taken on, too much.

AMERICA has never been as ready to pay for its educational services as it has been to request them. A single statistic underlines the point. We spend about seven tenths of 1 per cent of our gross national product on higher education. (Not that we should look to the Russians to set our standards for us—but it is worth noting that they spend on higher education more than 2 per cent of *their* gross.)

As a result, this spring, many colleges and universities find themselves in a tightening vise. It is not only that prices have skyrocketed; the *real cost* of providing education has risen, too. As knowledge has broadened and deepened, for example, more complicated and costly equipment has become essential.

Feeling the financial squeeze most painfully are the faculty members. The average salary of a college or university teacher in America today is just over \$5,000. The average salary of a full professor is just over \$7,000.

It is a frequent occurrence on college campuses for a graduating senior, nowadays, to be offered a starting salary in industry that is higher than that paid to most of the faculty men who trained him.

On humane grounds alone, the problem is shocking. But it is not limited to a question of humaneness; there is a serious question of national welfare, also.

"Any institution that fails through inability or delinquency to attract and hold its share of the best academic minds of the nation is accepting one of two consequences," says President Cornelis W. de Kiewiet of the University of Rochester. "The first is a sentence of inferiority and decline, indeed an inferiority so much greater and a decline so much more intractable that trustees, alumni, and friends can only react in distress when they finally see the truth. . . .

"The second . . . is the heavy cost of rehabilitation once the damage has been done. In education as in business there is no economy more foolish than poor maintenance and upkeep. Staffs that have been poorly maintained can be rebuilt only at far greater cost. Since even less-qualified and inferior people are going to be in short supply, institutions content to jog along will be denied even the solace of doing a moderate job at a moderate cost. It is going to be disturbingly expensive to do even a bad job."

The effects of mediocrity in college and university teaching, if the country should permit it to come about, could only amount to a national disaster.

WITH the endless squeezes, economies, and crises it is experiencing, it would not be particularly remarkable if American higher education, this spring, were alternately reproaching its neglecters and struggling feebly against a desperate fate. By and large, it is doing nothing of the sort.

Instead, higher education is moving out to meet its problems and, even more significantly, looking beyond them. Its plans take into account that it may have twice as many students by 1970. It recognizes that it must not, in this struggle to accommodate quantity, lose sight of quality or turn into a molder of "mass minds." It is continuing to search for ways to improve its present teaching. It is charting new services to local communities, the nation, and vast constituencies overseas. It is entering new areas of research, so revolutionary that it must invent new names for them.

CONSIDER the question of maintaining quality amidst quantity. "How," educators ask themselves, "can you educate everyone who is ambi-

EXCEPTIONAL students must not be overlooked, especially in a time when America needs to educate every outstanding man and woman to fullest capacity. The students at the right are in a philosophy of science class.

tious and has the basic qualifications, and still have time, teachers, and money to spend on the unusual boy or girl? Are we being true to our belief in the individual if we put everyone into the same mold, ignoring human differences? Besides, let's be practical about it: doesn't this country need to develop every genius it has?"

There is one approach to the problem at an institution in eastern California, Deep Springs. The best way to get there is to go to Reno, Nevada, and then drive about five hours through the Sierras to a place called Big Pine. Deep Springs has four faculty members, is well endowed, selects its students carefully, and charges no tuition or fees. It cannot lose sight of its good students: its total enrollment is nineteen.

At another extreme, some institutions have had to





devote their time and effort to training as many people as possible. The student with unusual talent has had to find it and develop it without help.

Other institutions are looking for the solution somewhere in between.

The University of Kansas, for example, like many other state universities, is legally bound to accept every graduate of an accredited state high school who applies, without examinations or other entrance requirements. "Until recently," says Dean George Waggoner of Kansas's College of Liberal Arts and Sciences, "many of us spent a great deal of our time trying to solve the problem of marginal students."

In the fall of 1955, the university announced a program designed especially for the "gifted student." Its

objective: to make sure that exceptional young men and women would not be overlooked or under-exposed in a time of great student population and limited faculty.

Now Kansas uses state-wide examinations to spot these exceptional high-school boys and girls early. It invites high-school principals to nominate candidates for scholarships from the upper 5 per cent of their senior classes. It brings the promising high-school students to its Lawrence campus for further testing, screening, and selection.

When they arrive at the university as freshmen, the students find themselves in touch with a special faculty committee. It has the power to waive many academic rules for them. They are allowed to take as large a bite of education as they can swallow, and the usual course



EVEN in institutions with thousands of students, young people with extraordinary talents can be spotted and developed. This teacher is leading an honors section at a big university.

prerequisites do not apply; they may enter junior and senior-level courses if they can handle the work. They use the library with the same status as faculty members and graduate students, and some serve as short-term research associates for professors.

The force of the program has been felt beyond the students and the faculty members who are immediately involved. It has sent a current throughout the College of Liberal Arts and Sciences. All students on the dean's honor roll, for example, no longer face a strict limit in the number of courses they may take. Departments have strengthened their honor sections or, in some cases, established them for the first time. The value of the program reaches down into the high schools, too, stimulating teachers and attracting to the university strong students who might otherwise be lost to Kansas.

Across the country, there has been an attack on the problem of the bright student's boredom during his early months in college. (Too often he can do nothing but fidget restlessly as teachers gear their courses to students less talented than he.) Now, significantly large numbers are being admitted to college before they have finished high school; experiments with new curricula and opportunities for small discussion groups, fresh focus, and independent study are found in many schools. Foundations, so influential in many areas of higher education today, are giving their support.



The "quality vs. quantity" issue has other ramifications. "Education's problem of the future," says President Eldon L. Johnson of the University of New Hampshire, "is the relation of mind and mass. . . . The challenge is to reach numbers without mass treatment and the creation of mass men. . . . It is in this setting and this philosophy that the state university finds its place."

And, one might add, the independent institution as well. For the old idea that the public school is concerned with quantity and the private school with quality is a false one. All of American higher education, in its diversity, must meet the twin needs of extraordinary persons and a better educated, more thoughtful citizenry.

WHAT is a better educated, more thoughtful citizenry? And how do we get one? If America's colleges and universities thought they had the perfect answers, a pleasant complacency might spread across the land.

In the offices of those who are responsible for laying out programs of education, however, there is anything but complacency. Ever since they stopped being content with a simple curriculum of theology, philosophy, Latin, Greek, and math, the colleges and universities have been searching for better ways of educating their students in breadth as well as depth. And they are still hunting.

Take the efforts at Amherst, as an example of what many are doing. Since its founding Amherst has developed and refined its curriculum constantly. Once it offered a free elective system: students chose the courses they wanted. Next it tried specialization: students selected a major field of study in their last two years. Next, to make sure that they got at least a taste of many different fields, Amherst worked out a system for balancing the elective courses that its students were permitted to select.

But by World War II, even this last refinement seemed inadequate. Amherst began—again—a re-evaluation.

When the self-testing was over, Amherst's students began taking three sets of required courses in their freshman and sophomore years: one each in science, history, and the humanities. The courses were designed to build the groundwork for responsible lives: they sought to help students form an integrated picture of civilization's issues and processes. (But they were not "surveys"—or what Philosophy Professor Gail Kennedy, chairman of the faculty committee that developed the program, calls "those superficial omnibus affairs.")

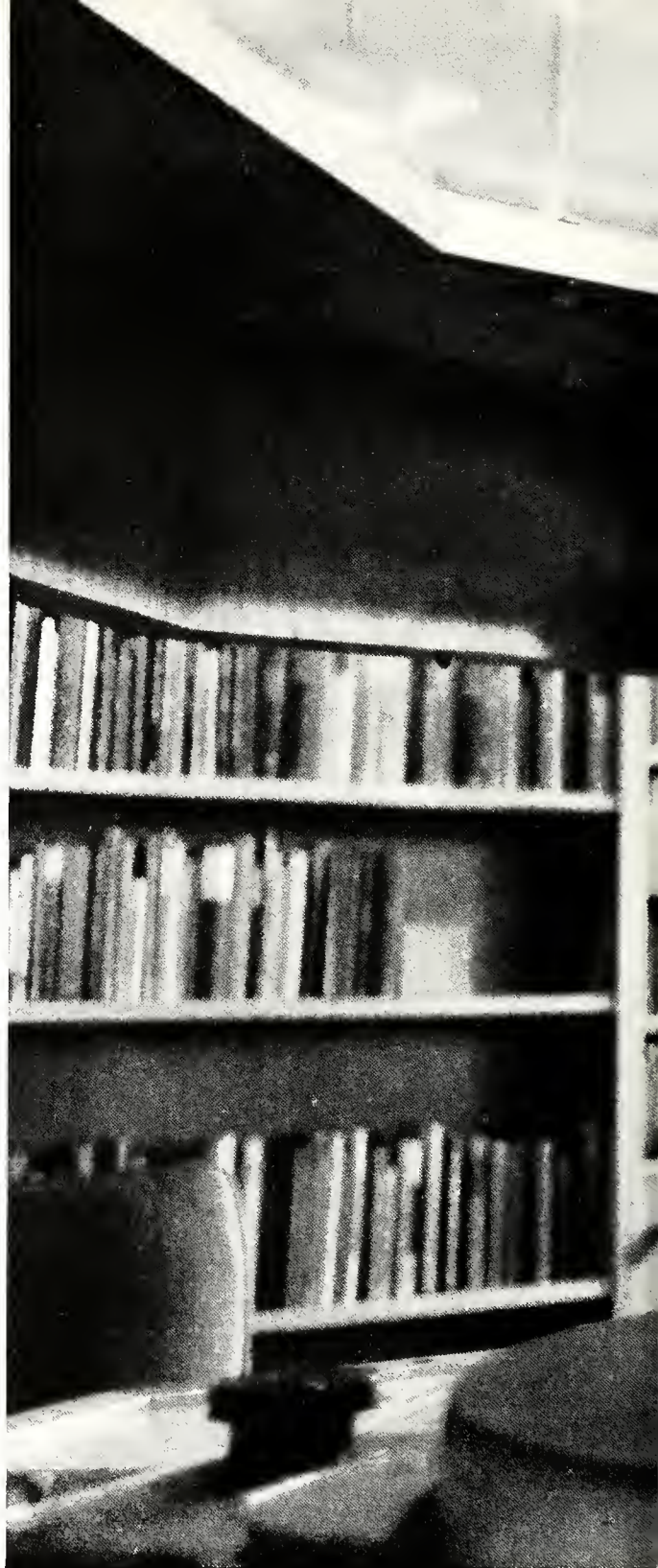
How did the student body react? Angrily. When Professor Arnold B. Arons first gave his course in physical science and mathematics, a wave of resentment arose. It culminated at a mid-year dance. The music stopped, conversations ceased, and the students observed a solemn, two-minute silence. They called it a "Hate Arons Silence."

But at the end of the year they gave the professor a standing ovation. He had been rough. He had not provided his students with pat answers. He had forced them to think, and it had been a shock at first. But as they got used to it, the students found that thinking, among all of life's experiences, can sometimes be the most exhilarating.

TO TEACH them to think: that is the problem. It is impossible, today, for any school, undergraduate or professional, to equip its students with all the knowledge they will need to become competent engineers, doctors, farmers, or business men. On the other hand, it can provide its students with a chance to discover something with which, on their own, they can live an extraordinary life: their ability to think.

THUS, in the midst of its planning for swollen enrollments, enlarged campuses, balanced budgets, and faculty-procurement crises, higher education gives deep thought to the effectiveness of its programs. When the swollen enrollments do come and the shortage of teachers does become acute, higher education hopes it can maintain its vitality.

BAYLOR UNIVERSITY



TO IMPROVE the effectiveness of their teaching, colleges and universities are experimenting with new techniques like recordings of plays (*above*) and television, which (*left*) can bring medical students a closeup view of delicate experiments.



To stretch teaching resources without sacrificing (and, perhaps, even improving) their effectiveness, it is exploring such new techniques as microfilms, movies, and television. At Rensselaer Polytechnic Institute, in Troy, New York, the exploration is unusually intense.

RPI calls its concerted study "Project Reward." How good, Project Reward asks, are movies, audio-visual aids, closed-circuit television? How can we set up really effective demonstrations in our science courses? How much more effective, if at all, is a small class than a big one? Which is better: lecture or discussion groups? Says Roland H. Trathen, associate head of Rensselaer's department of mechanics and a leader in the Project Reward enterprise, when he is asked about the future, "If creative contributions to teaching are recognized and rewarded in the same manner as creative contributions to research, we have nothing to fear."

The showman in a good professor comes to the fore when he is offered that new but dangerous tool of communication, television. Like many gadgets, television can be used merely to grind out more degree-holders, or—in the hands of imaginative, dedicated teachers—it can be a powerful instrument for improvement.

Experiments with television are going on all over the place. A man at the University of Oregon, this spring, can teach a course simultaneously on his own campus and three others in the state, thanks to an electronic link. Pennsylvania State experimented with the medium for three years and discovered that in some cases the TV students did better than their counterparts who saw their instructors in the flesh.

The dangers in assembly-line education are real. But with new knowledge about how people actually learn—and new devices to *help* them learn—interesting possibilities appear.

Even so, some institutions may cling to time-worn notions about teaching until they are torn loose by the current of the age. Others may adulterate the quality of their product by rushing into short-cut schemes. The reader can hope that his college, at least, will use the new tools wisely: with courage yet with caution. Most of all, he can hope that it will not be forced into adopting them in desperation, because of poverty or its inability to hold good teachers, but from a position of confidence and strength.

AERICAN higher education does not limit itself to college campuses or the basic function of educating the young. It has assumed responsibility for direct, active, specific community service, also.

"Democracy's Growing Edge," the Teacher's College

of the University of Nebraska calls one such service project. Its sponsors are convinced that one of the basic functions of local schools is to improve their communities, and they are working through the local boards of education in Nebraska towns to demonstrate it.

Consider Mullen (pop. 750), in northwest Nebraska's sandhills area, the only town in its cattle-ranching county. The nearest hospital is ninety miles away. Mullen needs its own clinic; one was started six years ago, only to bog down. Under the university's auspices, with Mullen's school board coordinating the project and the Teacher's College furnishing a full-time associate coordinator, the citizens went to work. Mullen now has its clinical facilities.

Or consider Syracuse, in the southeast corner of the state, a trading center for some three thousand persons. It is concerned about its future because its young people are migrating to neighboring Lincoln and Omaha; to hold them, Syracuse needs new industry and recreational facilities. Again, through the university's program, townspeople have taken action, voting for a power contract that will assure sufficient electricity to attract industry and provide opportunities for youth.

Many other institutions currently are offering a variety



of community projects—as many as seventy-eight at one state university this spring. Some samples:

The University of Dayton has tailored its research program to the needs of local industry and offers training programs for management. Ohio State has planted the nation's first poison plant garden to find out why some plants are poisonous to livestock when grown in some soils yet harmless in others. Northwestern's study of traffic problems has grown into a new transportation center. The University of Southern California encourages able high-school students to work in its scientific laboratories in the summer. Regis College runs a series of economics seminars for Boston professional women.

Community service takes the form of late-afternoon and evening colleges, also, which offer courses to school teachers and business men. Television is in the picture, too. Thousands of New Yorkers, for example, rise before dawn to catch New York University's "Sunrise Semester," a stiff and stimulating series of courses on WCBS-TV.

In California, San Bernardino Valley College has gone on radio. One night a week, members of more than seventy-five discussion groups gather in private homes and turn on their sets. For a half hour, they listen to a program

such as "Great Men and Great Issues" or "The Ways of Mankind," a study of anthropology.

When the program is over (it is then 8:30), the living-room discussions start. People talk, argue, raise questions—and learn. One thousand of them are hard at it, all over the San Bernardino Valley area.

Then, at ten o'clock, they turn on the radio again. A panel of experts is on. Members of the discussion groups pick up their phones and ask questions about the night's topic. The panel gives its answers over the air.

Says one participant, "I learned that people who once seemed dull, uninteresting, and pedestrian had exciting things to say if I would keep my mouth shut and let them say it."

When it thinks of community services, American higher education does not limit itself to its own back yard.

Behind the new agricultural chemistry building at the University of the Philippines stand bare concrete columns which support nothing. The jungle has grown up around their bases. But you can still see the remains of buildings which once housed one of the most distinguished agricultural schools in the Far East, the university's College of Agriculture. When Filipinos returned to the campus after World War II, they found virtually nothing.

The needs of the Philippines' devastated lands for trained men were clear and immediate. The faculty began to put the broken pieces back together again, but it was plain that the rebuilding would take decades.

In 1952, Cornell University's New York State College of Agriculture formed a partnership with them. The objective: to help the Filipinos rebuild, not in a couple of generations, but in a few years. Twelve top faculty members from Cornell have spent a year or more as regular members of the staff. Filipinos have gone to New York to take part in programs there.

Now, Philippine agriculture has a new lease on life—and Filipinos say that the Cornell partnership should receive much of the credit. Farms are at last big enough to support their tenants. Weeds and insects are being brought under control. Grassland yields are up. And the college enrollment has leaped from little more than a hundred in 1945 to more than four thousand today.

In Peru, the North Carolina College of Agriculture and Engineering is helping to strengthen the country's agricultural research; North Carolina State College is

UNIVERSITY OF OKLAHOMA



IN ADDITION to teaching and conducting research, America's colleges and universities offer a wide range of community services. At the left are hundreds of curriculum materials available at one state university.





NONE of its services can function effectively unless higher education remains free. Freedom to pursue knowledge is the strongest attraction of college and university teaching.

helping to develop Peruvian research in textiles; and the University of North Carolina co-operates in a program of technical assistance in sanitary engineering. In Liberia, Prairie View A. and M. College of Texas (the Negro college of the Texas A. and M. system) is working with the Booker Washington Agricultural and Industrial Institute to expand vocational education. Syracuse University is producing audio-visual aids for the Middle East, particularly Iran. The University of Tennessee is providing home-economics specialists to assist in training similar specialists in India. The University of Oregon is working with Nepal in establishing an educational system where none existed before (only eleven persons in the entire country of 8.5 million had had any professional training in education). Harvard is providing technical advice and assistance to Latin American countries in developing and maintaining nutrition programs.

THUS emerges a picture of American higher education, 1958. Its diversity, its hope that it can handle large numbers of students without losing sight of quality in the process, its willingness to extend its services far beyond its classrooms and even its home towns: all these things are true of America's colleges and universities today. They can be seen.

But not as visible, like a subsurface flaw in the earth's apparently solid crust, lie some facts that may alter the landscape considerably. Not enough young people, for instance, are currently working their way through the long process of preparation to become college and university teachers. Others, who had already embarked on faculty careers, are leaving the profession. Scholars and teachers are becoming one of the American economy's scarcest commodities.

Salary scales, as described earlier in this article, are largely responsible for the scarcity, but not entirely.

Three faculty members at the University of Oklahoma sat around a table not long ago and tried to explain why they are staying where they are. All are young. All are brilliant men who have turned down lucrative jobs in business or industry. All have been offered higher-paying posts at other universities.



EVERYWHERE—in business, government, the professions, the arts—college graduates are in demand. Thus society pays tribute to the college teacher. It relies upon him today as never before.

"It's the atmosphere, call it the teaching climate, that keeps me here," said one.

"Teachers want to know they are appreciated, that their ideas have a chance," said another. "I suppose you might say we like being a part of our institution, not members of a manpower pool."

"Oklahoma has made a real effort to provide an opportunity for our opinions to count," said the third. "Our advice may be asked on anything from hiring a new professor to suggesting salary increases."

The University of Oklahoma, like many other institutions but *unlike* many more, has a self-governing faculty. "The by-products of the university government," says Oklahoma's Professor Cortez A. M. Ewing, "may prove to be its most important feature. In spite of untoward conditions—heavy teaching loads, low salaries, and marginal physical and laboratory resources, to mention a few—the spirit of co-operation is exceeded only by the dedication of the faculty."

The professor worth his title *must* be free. He must be free to explore and probe and investigate. He must be free to pursue the truth, wherever the chase may take him. This, if the bread-and-butter necessities of salary scales can be met, is and will always be the great attraction of college and university teaching. We must take care that nothing be allowed to diminish it.

GONE is the old caricature of the absent-minded, impractical academician. The image of the college professor has changed, just as the image of the college boy and the college alumnus has changed. If fifty years ago a college graduate had to apologize for his education and even conceal it as he entered the business world, he does so no longer. Today society demands the educated man. Thus society gives its indirect respect to the man who taught him, and links a new reliance with that respect.

It is more than need which warrants this esteem and reliance. The professor is aware of his world and travels to its coldest, remotest corners to learn more about it. Nor does he overlook the pressing matters at the very edge of his campus. He takes part in the International Geophysical Year's study of the universe; he attacks the cancer in the human body and the human spirit; he nourishes the art of living more readily than the art of killing; he is the frontiersman everywhere. He builds and masters the most modern of tools from the cyclotron to the mechanical brain. He remembers the artist and the philosopher above the clamor of the machine.

The professor still has the color that his students recall,



and he still gets his applause in the spring at the end of an inspiring semester or at the end of a dedicated career. But today there is a difference. It is on him that the nation depends more than ever. On him the free world relies—just as the enslaved world does, too.

DR. SELMAN A. WAKSMAN of Rutgers was not interested in a specific, useful topic. Rather, he was fascinated by the organisms that live in a spadeful of dirt.

A Russian emigrant, born in a thatched house in Priluka, ninety miles from the civilization of Kiev, he came to the United States at the age of seventeen and enrolled in Rutgers. Early in his undergraduate career he became interested in the fundamental aspects of living systems. And, as a student of the College of Agriculture, he looked to the soil. For his senior project he dug a number of trenches on the college farm and took soil samples in order to count the different colonies of bacteria.

But when he examined the samples under his microscope, Waksman saw some strange colonies, different from either bacteria or fungi. One of his professors said they were only "higher bacteria." Another, however, identified them as little-known organisms usually called actinomycetes.

Waksman was graduated in 1915. As a research assistant in soil bacteriology, he began working toward a master's degree. But he soon began to devote more and more time to soil fungi and the strange actinomycetes. He was forever testing soils, isolating cultures, transferring cultures, examining cultures, weighing, analyzing.

Studying for his Ph.D. at the University of California, he made one finding that interested him particularly. Several groups of microbes appeared to live in harmony, while others fed on their fellows or otherwise inhibited their growth. In 1918 Waksman returned to Rutgers as a microbiologist, to continue his research and teaching.

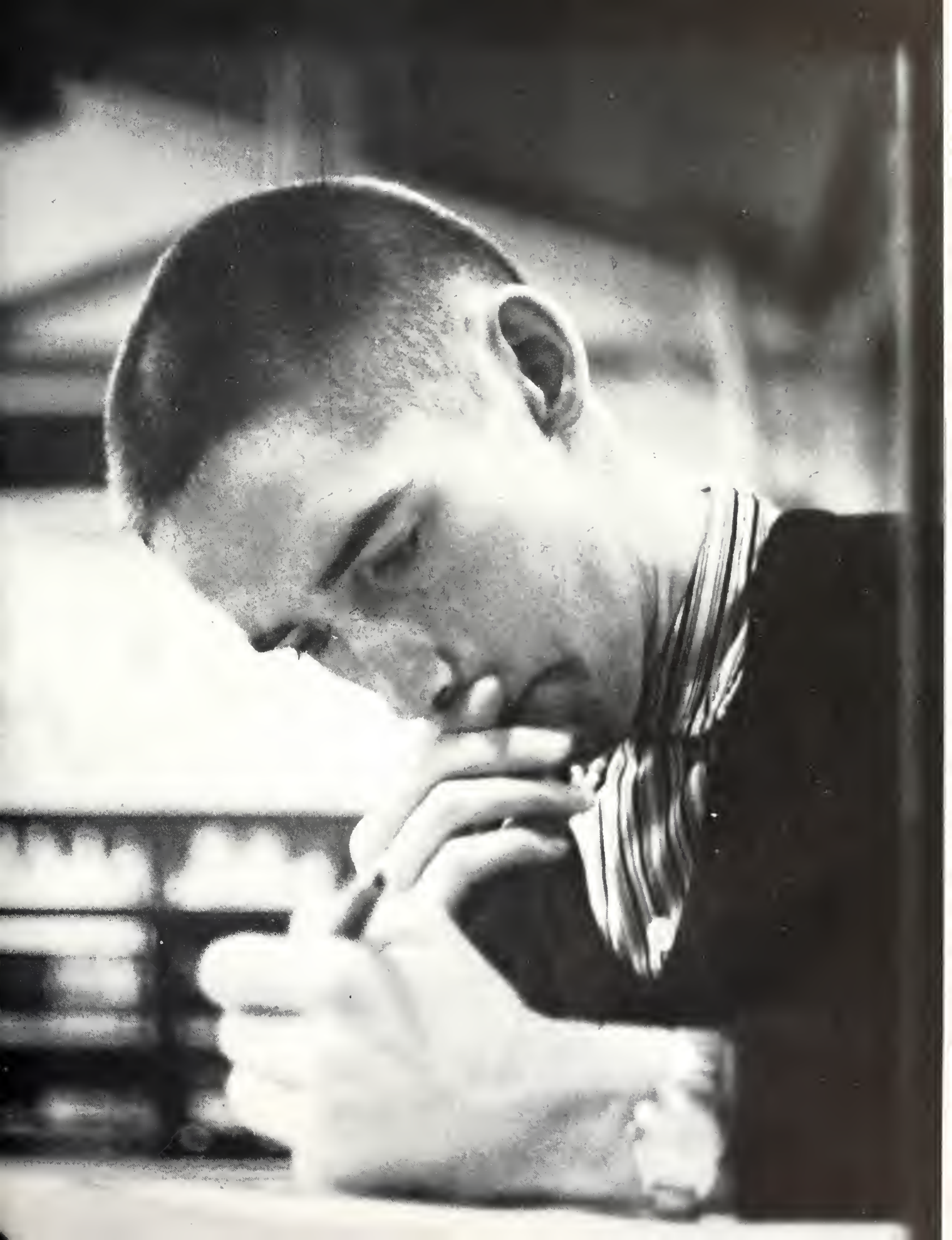
RUTGERS UNIVERSITY



SOME research by faculty members strikes people as "pointless." It was one such pointless project that led Dr. Selman A. Waksman (left) to find streptomycin. Good basic research is a continuing need.

OHIO STATE UNIVERSITY





In 1923 one of his pupils, Rene Dubos, isolated tyrothricin and demonstrated that chemical substances from microbes found in the soil can kill disease-producing germs. In 1932 Waksman studied the fate of tuberculosis bacteria in the soil. In 1937 he published three papers on antagonistic relations among soil micro-organisms. He needed only a nudge to make him turn all his attention to what he was later to call "antibiotics."

The war provided that nudge. Waksman organized his laboratory staff for the campaign. He soon decided to focus on the organisms he had first met as an undergraduate almost thirty years before, the actinomycetes. The first antibiotic substance to be isolated was called actinomycin, but it was so toxic that it could have no clinical application; other antibiotics turned out to be the same. It was not until the summer of 1943 that the breakthrough came.

One day a soil sample from a heavily manured field was brought into the laboratory. The workers processed it as they had processed thousands of others before. But this culture showed remarkable antagonism to disease-producing bacteria. It was a strain—*streptomyces griseus*—that Waksman had puzzled over as a student. Clinical tests proved its effectiveness against some forms of pneumonia, gonorrhea, dysentery, whooping cough, syphilis, and, most spectacularly, TB.

Streptomycin went into production quickly. Along with the many other antibiotics that came from the soil, it was labeled a "miracle drug." Waksman received the Nobel Prize and the heartfelt praise of millions throughout the world.

In a sense, discoveries like Dr. Waksman's are accidents; they are unplanned and unprogrammed. They emerge from scholarly activity which, judged by appearances or practical yardsticks, is aimless. But mankind has had enough experience with such accidents to have learned, by now, that "pure research"—the pursuit of knowledge for the sake of knowledge alone—is its best assurance that accidents will continue to happen. When Chicago's still-active Emeritus Professor Herman Schlesinger got curious about the chemical linkage in a rare and explosive gas called diobrane, he took the first steps toward the development of a new kind of jet and rocket fuel—accidentally. When scientists at Harvard worked on the fractionization of blood, they were accidentally making possible the development of a substitute for whole blood which was so desperately needed in World War II.

But what about the University of Texas's Humanities Research Center, set up to integrate experiments in linguistics, criticism, and other fields? Or the Missouri expedition to Cyprus which excavated an Early-Bronze-



TO FIND the most promising young people of America and then provide them with exceptional educational opportunities: that is the challenge. Above, medical school professors vote on a candidate.



Age site at Episkopi three years ago and is planning to go back again this year? Or the research on folk ballads at the University of Arkansas? In an age of ICBM's, what is the value of this work?

If there is more to human destiny than easing our toils or enriching our pocketbooks, then such work is important. Whatever adds to man's knowledge will inevitably add to his stature, as well. To make sure that higher education can keep providing the opportunities for such research is one of 1958 man's best guarantees that human life will not sink to meaninglessness.

ALFRID NORTH WHITEHEAD once said, "In the conditions of modern life, the rule is absolute: the race which does not value trained intelligence is doomed."

In recent months, the American people have begun to re-learn the truth of Whitehead's statement. For years the nation has taken trained intelligence for granted—or, worse, sometimes shown contempt for it, or denied the conditions under which trained intelligence might flourish. That millions are now recognizing the mistake—and recognizing it before it is too late—is fortunate.

Knowing how to solve the problem, however, and knowing how to provide the *means* for solution, is more difficult.

But again America is fortunate. There is, among us, a group who not only have been ahead of the general public in recognizing the problem but who also have the understanding and the power, *now*, to solve it. That group is the college alumni and alumnae.

Years ago Dr. Hu Shih, the scholar who was then Chinese ambassador to the United States, said America's greatest contribution to education was its revolutionary concept of the *alumnus*: its concept of the former student as an understanding, responsible partner and champion.

Today, this partner and champion of American higher education has an opportunity for service unparalleled in our history. He recognizes, better than anyone, the essential truth in the statement to which millions, finally, now subscribe: that upon higher education depends, in large part, our society's physical and intellectual survival. He recognizes, better than anyone else, the truth in the statement that the race can attain even loftier goals ahead, by strengthening our system of higher education in all its parts. As an *alumnus*—first by understanding, and then by exercising his leadership—he holds within his own grasp the means of doing so.

Rarely has one group in our society—indeed, every member of the group—had the opportunity and the ability for such high service.



EDUCATION of high quality for as many as are qualified for it has been a cherished American dream. Today we are too close to realizing that dream not to intensify our striving for it.



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CONCERNING FREEDOM—

(Continued from Page 3)

Mary Ann Aldridge, '52-'53, and Charles Norman Vittitoe were married on February 7. They are living in Madison, Wisconsin.

Nancy Edna Barineau, '56-'58, and James O. Berry, '57, were married on February 14. They are living in Kentwood, Louisiana.

Frances Anne Beacham, '51, and William Frank Johnson were married on February 1. They are living in Jackson.

Mary Jane Brent, '51, married Charles Thomas Bennett on December 21. They are living in Houma, Louisiana.

The wedding of Lila June Brock, '53-'55, and Walter Sherrill Jeffery was an event of December 21. The couple resides in Tuscaloosa, Alabama.

Willette Louise Burton, '53, was married to John William DeBarr, Jr., on December 28. They are living in Warrenton, Florida.

The wedding of Martha Ann Crawford, '53-'55, and Lt. Larry Warner Jones was solemnized on December 6. The couple will make their home in Tucson.

Regina Kay Davis, '57, was married to Carl Richard Coers, III, on December 20. They are living in Jackson.

The marriage of Margueritte Lane Denny, '53, and James Russell Ransom was held on December 27. They are residing in Baltimore, Maryland.

Sara Gaby, '54-'55, was married to Charley Fletcher Mills on October 12. They are living in Starkville, Mississippi.

Rosemary Flint, '55-'58, and Steve Grantham were married on March 7 in Jackson. They are living in Oxford, Mississippi.

Catherine Moseley Hairston, '45, became the bride of Leonard Max Tomsyck on December 28. The couple is residing in New Orleans.

The "Bride and Groom" television program was the scene of the wedding of Regina Pauline Harlan, '56-'57, and Derwood Ray Boyles. They are living in Jackson.

Betty Anne Hicks and Marvin E. Wiggins, Jr., '46-'47, were married in February. The couple is living in Jackson.

An event of November 27 was the wedding of Judith Anne Johnston and Carl Bertram Causey, '57. They are

Millsaps College professor. Some readers have concluded that there was some relationship between this and the discussion groups at Millsaps. There was no such relationship.

The Millsaps professor accepted the speaking engagement some weeks ago, before any of the Christian Council discussion groups had been announced or planned. A number of other highly respected and prominent white citizens of Jackson have addressed this monthly Social Seminar Forum at Tougaloo. This is an instance of white men being invited to speak to a Negro group.

A number of Millsaps students expressed an interest in hearing the Millsaps professor at Tougaloo. The Millsaps professor himself arranged a segregated seating arrangement for these students at Tougaloo.

Unfortunately, a reporter secured hastily made statements from some of these students. The students, we feel, were exploited. They had neither the time nor the opportunity to give careful thought to the wording or implications of their statements.

The Administration of Millsaps College will urge all staff members to be discriminating in accepting speaking engagements and be always mindful of their responsibilities to the College. The Administration will also urge professors to use great care in the meetings they recommend to their students.

It is regrettable that so much attention has been paid to these incidents and that so much misunderstanding has resulted. It does offer an opportunity to make some pertinent observations:

1. College students have a right to hear various points of view. They are more mature in their judgments than they sometimes are credited with. It is far better in a democracy and in a Christian college to allow opportunities for different points of view to be heard than to forbid them to be presented.

2. Millsaps College has its weaknesses. Nobody knows this better than the Faculty, the Trustees, and the Administration, all of whom seek diligently to identify the weaknesses and to correct them.

Indoctrination is **not** one of our weaknesses. It is to be noted that a Roman Catholic priest accepted an invitation to appear on one of the Forums. The Christian Council had no thought that the Protestant listeners would become attracted to the Roman Church. They felt that it would be informative to have this point of view presented along with others.

Millsaps College is proud to be an institution of the Methodist Church. We are proud to note that a large proportion of our students are members of other denominations than Methodist. The College endeavors faithfully to be fair in championing the Christian faith in a persuasive manner. The Purpose of Millsaps College clearly states this and is available for all to examine.

3. In an age when we are alarmed at the increasing controls of government, we should be strengthening those institutions which support and preserve freedom of speech. It is better to have freedom of speech abused now and then than not to have it at all. A tightly censored control by Church or other groups is as offensive and ultimately as fatal to freedom as is state regimentation.

The Christian tradition maintains steadfastly that we are ultimately governed by Christ. This is no plea for an irresponsible use or abuse of freedom. It is a plea for the freedom we treasure and for which our forefathers died.

4. Millsaps College is willing now, as always, to be judged by its graduates. In scores of Mississippi communities and beyond there are useful and faithful ministers, teachers, doctors, lawyers, farmers, business men, statesmen and housewives — products of this College in early and recent years. We can thank God for what this College has meant to the City of Jackson, to Mississippi, to the Methodist Church, and to the nation. Its greatest years of usefulness lie in the future.

Every thoughtful person needs carefully to consider that if freedom is attacked at one college, it will eventually be attacked at all educational institutions. Moreover, every pulpit, every newspaper, every individual could be pressured. Differences of opinion are to be welcomed. The only alternative is dreaded thought control. Millsaps College joins with the entire Christian Church, of which it is an integral part, in pledging to its constituents its devotion to preserving a climate where freedom may prosper and where intimidation, fear and bondage are doomed.

H. E. FINGER, JR.

The Statement of the Board

In view of the widespread interest manifested in recent events at Millsaps College, it is appropriate for its Board of Trustees to make the following statement:

We follow the founders of Millsaps in the encouragement of academic freedom in the faculty and the spirit of inquiry in the students. We recognize the distinction between good teaching, on the one hand, — a setting forth, on the part of a teacher, of all the facts on all sides of any question under discussion — and indoctrination, on the other hand, — an attempt, on the part of the teacher, to force his opinion and beliefs upon a student. The former we approve because it stimulates thinking by which students reach their own conclusions. The latter we do not approve because it jeopardizes the basic concepts of the free enterprise system of democracy, and of Christianity itself. The purpose of a college is not to tell people what to think but to teach them how to think. Our purpose at Millsaps College is to create an atmosphere in which Christian convictions may grow and mature.

Neither segregation nor integration is an issue at Millsaps College. Segregation always has been, and is now, the policy of Millsaps College. There is no thought, purpose, or intention on the part of those in charge of its affairs to change this policy.

The administration of these principles is the responsibility of the President, and for their implementation he is responsible to the Board of Trustees. The Board commends the manner in which Dr. Finger has fulfilled this responsibility. We have confidence in the integrity of the faculty and of the administration.

Marvin A. Franklin, Chairman
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Student Leaders Speak

The following resolution was adopted Tuesday night, March 18, by the student Senate by a vote of 13 to 4.

It is with real concern and deep regret that we, the Student Senate of Millsaps College, review the events of recent days. We are impelled by the continued attacks brought against our College to come to its defense. We speak only for ourselves; we make no attempt to represent the Student Body as a whole.

We are distressed to discover those forces within our state which would so eagerly damage the good reputation of our Alma Mater and all that she stands for. It is unfortunate that they have brought such gross misunderstandings to bear on the life of this educational institution.

We are disappointed in a state which inspires us to be educated, but which now would deprive us of one of the fundamentals of education — the right to consider various points of view and draw our own conclusions therefrom. We ask of those who would criticize us — have we reached the point where we cannot even listen to another point of view without fear of pressure or public denunciation? It is a serious time which will not allow all views to be expressed, regardless of what they may be. This contradicts all that America and the state of Mississippi have historically stood for. We urge those who speak of these freedoms to practice them, and to allow us to do so.

We are disturbed by the lack of confidence which some apparently have in our ability as students to draw our own conclusions. In a matter of years we will



We welcome the following into the Future Alumni Club of the Millsaps College Alumni Association:

Frank Terrill Alford was born July 20, 1957, to Mr. and Mrs. Flavius Alford (Mary Ann O'Neil, '53). The Alfords have a daughter, Annette, 2½.

Dr. and Mrs. Charles W. Chadwick are the proud parents of a daughter, their sixth child. Clara Gene was born April 24, 1957. Mrs. Chadwick (Evelyn Clark) is a member of the class of '36.

Katharine Lynn Child was born January 14, 1958, to Mr. and Mrs. James K. Child. Mrs. Child is the former Kay Fort, '55.

Joseph Patterson Clark was born to Mr. and Mrs. James Watts Clark on January 13, 1958. Mrs. Clark is the former Mary Alice Moss, '51. Joseph Patterson has a brother, James Watts, II.

Martha Elizabeth Conner was born December 16, 1957, to the Reverend and Mrs. James Conner. Mr. Conner is a member of the class of '38. Mrs. Conner is the former Betty Langdon, '47.

Cheryl Ann Crosby was welcomed by a sister, Cynthia, 2½, when she made her entrance on August 25, 1957. Her parents are the Reverend and Mrs. Tom Crosby (Wilma Faye Dyess, '50), of Luling, Louisiana.

Lou Ann Farris, born November 30, 1957, is the daughter of Mr. and Mrs. Bill Farris, of Cleburne, Texas. Mrs. Farris is the former Lucretia Caldwell, '54.

Paul Glenn Green arrived on January 4, 1958. His parents are Mr. and Mrs. Paul Green, of Natchez, Mississippi. Mrs. Green is the former Bernice Edgar, '54.

Miriam Elise Hall was born to Mr. and Mrs. Waverly ("Chuck") Hall on December 6, 1957. Mr. Hall is a member of the class of '51.

Charles Daniel Laseter, Jr., was born December 29, 1957. He is the son of the Reverend Charles Laseter, '54, and Mrs. Laseter, of Cary, Mississippi.

Deborah Sue Lovell was born July 18,

ourselves be voting citizens of this state. Many of us are now. If we cannot now be trusted, who in the future will make our choices for us?

We commend the administration of this College for reserving these rights for us. We admire their courage to stand for freedom of expression and inquiry in the face of criticism and the impossible demands of groups and individuals within our state.

We insist that the current issue before us is not race, but rather whether the subject of race — or any other subject — may be explored honestly and without bias. This is part of the freedom of any man. We demand no more than this, but we do expect this much. Our right to inquire into such matters, and the right of others to furnish us this information, has been challenged. We regard this as a violation of our freedom of inquiry and expression.

We do not intend to be deprived by any person, group, or organization of our belief in the Scriptural admonition, "Ye shall know the truth, and the truth shall make you free." In this we must stand firm. Our Christian conviction demands that we not forsake this principle in compromise with those who would undermine it.



With the coming of spring such rebellions against convention as the cameraman has framed above can be seen on the Millsaps College campus. Dr. Ross Moore lectures to a seminar group concerning problems in history. Great teaching has made of Millsaps one of the foremost institutions of its type in the nation.

FROM THIS DAY—

(Continued from Page 39)

living in Pensacola.

Ursula Ann Kenyon and Lt. (jg) Pat H. Curtis, '53, were married on December 14. They are residing in Fort Wayne, Indiana.

Sudie Kate Mitchell and Verlin Marvin Bell, '54-'55, were married in March. They are living in Belzoni.

The marriage of Dorothy Marie Moffett to Hugh Jonathan Burford, '54, took place on December 26. They are residing in Lawrence, Kansas.

An event of March was the wedding of Lynnee Parker, '57, and Alvah C. Long, Jr. They are living in Birmingham.

Marriage vows were said by Johnny Belle Pittman and Albert Godfrey San-

ders, Jr., '42, on January 11. They are residing in West Point, Mississippi.

January 18 was the date of Catherine Powell's ('47) marriage to Philip Alexander Klipple. They are living in Austin, Texas.

The marriage of Lucy Price, '57, to James Edward Inkster was solemnized April 3. The couple is living in Starkville, Mississippi.

The wedding of Mattelyn Reid, '55-'57, and Dr. James Edward Booth was an event of the Christmas season. The couple resides in Eupora, Mississippi.

Rosa Ann Rials was married to James Rayford Woodrick, '57, on February 2. They will live at Carson, Mississippi, until June, when they will move to Durham, North Carolina.

FUTURE ALUMNI—

(Continued from Page 40)

1957, to Mr. and Mrs. Charles Lovell. Deborah Sue is the granddaughter of Mrs. A. M. Kirkpatrick, (Leota Taylor, '18).

Judith Lynn Manley was born on December 30, 1957, to Dr. and Mrs. Harry Manley. Dr. Manley is a member of the Millsaps political science department. The couple has two other children, Melinda, 8, and Martha, 4.

Rubel Lex Phillips, Jr., arrived December 8, 1957. He is the son of Mr. and Mrs. Rubel Lex Phillips, of Jackson. Mr. Phillips is a '51 graduate.

Mark Ashworth Short was born May 28, 1957. He is the son of Dr. and Mrs. Louie C. Short, both '54. Mrs. Short is the former Frances Jo Peacock.

Craig Norman Smith arrived February 23, 1958. He is the son of Mr. and Mrs. V. G. Smith (Bonnie Lee Harmer, '47). Other members of the family include Connie Lee, Cheryl, and Charlie.

William Trent Stout was born to Mr. and Mrs. Trent Stout on December 7, 1957. Mrs. Stout is the former Cornelia Hegman, a member of the class of '45.

The wedding of Charlotte Sue Schmidt and Dr. Clayton Justus Overton, '54, was held December 21. The couple will live in Jackson.

Evelyn Shoemaker was married to Richard Holmes, '46-'50, on February 7. They are living in Jackson.

January 24 was the wedding day of Marianna Simmons, '53-'56, and Klemmer Lee Simmons. They are living in Jackson.

Anne Parker Smith, '49, married Lt. S. P. Passantino January 18. They are living in Bay St. Louis, Mississippi.

Hazel Elizabeth Truluck, '58, married Henry Burton Jackson, '56. They are living in Norfolk, Virginia.

Katherine Caroline Watson, '54-'55, and James Baker Cheek, Jr., were married on December 27. They are living in Vicksburg, Mississippi.

Frances West was married to Leslie Page, Jr., '54, on December 27. They are living in Chapel Hill, North Carolina.

Claudette Westerfield, '55, was married to Edward Joseph Songy in December. They are living in Biloxi, Mississippi.

March 15 was the date of the wedding of Margaret Whitfield, '56, and Layton J. Smith. The couple is living in Jackson.

• MAJOR MISCELLANY •

1892-1919

Cannon Mills' senior vice-president and manager of the sheet department, **James G. Johnson**, '10, has announced his retirement plans after 27 years of service. Cannon Mills president Stanley Phillips said that Mr. Johnson plans to devote more time to travel and personal affairs.

Leon McCluer, '12-'15, is teaching in the education department at Alabama State Teachers College in Jacksonville, Alabama. Mrs. McCluer, the former **Mary Moore**, attended Millsaps from 1905 through 1907.

It appears that a whole column could be devoted to the talents and achievements of **Dr. C. C. Norton**, '19, who was recently elected district governor of Rotary International District 775. Listed in "Who's Who in America," he is the John M. Reeves Professor of Sociology and Government at Wofford College. He is the author of three books in different fields and does a weekly cartoon which appears in several denominational papers and the **Spartanburg Herald Journal**. For more than 30 years he has annually interpreted Dickens' "Christmas Carol" in person and over radio and television — usually 6-10 times a season. He is married to the former **Mabel Binning**. A daughter teaches art in France and a son is a practicing physician.

1920-1929

A note from the Reverend **Jesse F. Watson**, '24, pastor of the First Methodist Church in LaMesa, New Mexico, said, "Distance and the time with a bit of money thrown in with them add to absences from your meetings. But it gives me pleasure to check up on what is going on around there and to see pictures of the Worthies of the Alma Mater, to reminisce a bit over a time, a place and folk that have meant and do mean a lot to this Mississippi Hill Billy out on the 'Lone Prairie.'"

The National School Service Institute, a trade association for manufacturers and distributors of school equipment and supplies, has named **James W. Campbell**, '24, to serve as president. Mr. Campbell is in his 35th year with Mississippi School Supply Company and has served as its president for the past three years. Mrs. Campbell is the former **Evelyn Flowers**, '25.

Dr. Vernon L. Wharton, '28, Dean of the College of Liberal Arts at Southwestern Louisiana Institute, presided at

one of the lectures given at Louisiana State University by **Avery O. Craven** on the First Cold War. The lectures were sponsored by the graduate school and the history department of LSU.

The 160-acre farm and Magnolia Seed Company owned by Mr. and Mrs. **William A. Bilbo, Jr.**, keep them busy, but they still find time for civic and social activities, and the list is quite a long one. Mr. Bilbo, '29, was named Pike County's Man of the Year in 1950. The couple has two children.

1930-1939

Will Jacobs, Jr., superintendent of the Liberty, Mississippi, Consolidated Schools for the past eight years, resigned to become principal of the Inverness, Mississippi, High School. After graduating from Millsaps in 1932 he received his MA degree from Mississippi Southern.

The College Registrars of Mississippi section of the Mississippi Education Association have named **Paul Hardin**, '35, to serve as president of the group. Mr. Hardin is registrar at Millsaps.

Eternalite Corporation, a business concern which produces light bulbs guaranteed to last five years, has as its president a Millsaps alumnus, **Robert C. Smith**, '32-'33. Mr. Smith, formerly an insurance executive, obtained the process for the bulbs from the Swiss Embassy and began manufacturing them in the States. He has his headquarters in New Orleans.

Members of the Neurosurgical Society of America have elected **Dr. Charles L. Neill, Jr.**, '36, to serve as their president. Dr. Neill received his MD degree at Cornell and did his advanced training work at Cornell-Bellvue Medical Center in New York before entering practice in Jackson.

L. T. DeLaup, '33-'36, has been appointed assistant to the president of Southwest Steel Products, of Houston, Texas. After leaving Millsaps Mr. DeLaup graduated from Louisiana State University.

Mrs. Lottie B. McRaney Mitchell, '39, is serving as associate professor of English at Southeastern Louisiana College in Hammond, Louisiana. Her son received his Master's degree in business administration from LSU last summer.

1940-1949

Esso Research Laboratories has creat-

ed a personnel section at its Baton Rouge office, and **Dr. Leslie M. Addison**, '41, has been appointed head of the division. After graduating from Millsaps Dr. Addison received his M.S. degree from the University of North Carolina and his Ph. D. from Purdue. He is married and has two daughters.

The first Mississippian to earn the nationally recognized designation of "Chartered Property and Casualty Underwriter," **Zach Taylor, Jr.**, '44, has opened his own firm, Taylor Insurance Agency, in Jackson. He is married to the former **Dot Jones**, '45, and they have three children, **Patricia**, **Zachary**, and **Walter**.

For the past five years **Delbert Bowden**, '43-'44, has taught music and English at Crane High School in Chicago. He and his wife have two daughters, aged 6 and 3.

Katherine and Elizabeth Riddell, '47 and '40-'42, recently purchased the property at 2 Park Avenue in Jackson. It was sold to their great grandfather, **Dr. W. J. J. Sullivan**, by Major Millsaps about 1907.

Now in her sixth year with Prudential Insurance Company in Jackson, **Sara Frances Clark** is serving as senior clerk. She is a member of the class of '47.

Wallace L. Cook, '47, is field representative with the Bureau of Old Age and Survivors Insurance of the Social Security Administration. He makes his home in Pueblo, Colorado.

A recent appointment to managership of the J. C. Penney Store in West Palm Beach, Florida, makes **Jim Longinotti**, '48, one of the youngest managers with the chain. He is married to the former **Betty Brewer**, '48, and the couple has two daughters.

1950-1957

Hagan Thompson, '50, renounced his title as "World's Oldest Teenager" to head for the West Coast and show business. Things were looking up for him in that "hardest of businesses to get into," according to latest reports. He won his title as WOT on "Teen Tempos," a Jackson television program which he emceed. It is predicted that his wife, **Marilyn Sanderson**, '49, and children, **Lyn**, 4, **Dan**, 2, and **Maurice**, 1, will be joining him in Hollywood soon.



These senior class officers head the largest group to graduate from Millsaps College in eight years. They are, left to right, Julian Rush, Meridian, president; John Stone, Jackson, vice president; and Betty Garrison, Jackson, secretary-treasurer. They and their classmates will be guests of honor at the Alumni Day banquet on May 10. The class of 1958 will graduate on Monday, June 2.

Tip H. Allen, Jr., '51, will complete work on his doctorate in political science this year at the University of Alabama. Mrs. Allen is the former Margaret Buchanan, '53-'54.

Classmates of Inez McCoy, '51, were very excited when they saw her on "To Tell the Truth," a national television panel show. Now a resident of New York, Miss McCoy was one of three contestants, each trying to convince the panel that she was the person telling the truth about an established fact.

Rubel Phillips, '51, resigned from his position as chairman of the Mississippi Public Service Commission to join the law firm of Wright, Overstreet, Kuykendall and Perry. In announcing his decision he stated that he was fulfilling a lifelong ambition to enter the practice of law. He's using his spare time to serve as state chairman of the Cerebral Palsy campaign.

Lee Baker, '48-'51, was named sports editor for the Jackson Daily News in January. Mr. Baker began work for the paper while he was a student at Millsaps. His column, "Baker's Dozen," is a favorite with sports enthusiasts of Mississippi. Mrs. Baker is the former Lacy Rees, '50-'52.

A report from Vanderbilt University indicates that David McFarland, '53, is making a superior record in the School

of Economics and Business Administration. In his first semester in the school he maintained a near straight-A average.

On the 24th of March Pat Curtis, '53, was released from active duty in the Navy. He immediately moved to Fort Wayne, Indiana, where he is studying group insurance with Lincoln National Life Insurance Company.

Dr. Ray Joseph Haddad, '53, is not letting a term in the Navy interfere with his medical career. At night he serves as doctor in the North Carolina State Prison Hospital.

Concern, national news magazine for Methodist youth, has two Millsaps alumni at its head. Charles Boyles, '53, was named editor, and Eddie Gossard, '54, will serve as managing editor. Gossard is married to the former Sarah Ann Dennis, '54.

John R. Howell, '54, has been appointed child welfare worker for the Washington County Welfare Department. He has received his Master's degree in social work from Tulane University and was associated with the Harrison County Welfare Department at Gulfport.

Paul Atlee Wiggins, '54, is an analytical chemist with the National Distillers and Chemical Corporation in Cincinnati. Prior to accepting his present position

he worked with the TVA in Alabama.

Now a student in the Department of Radio, Television, and Motion Pictures at the University of North Carolina, Leslie Page, Jr., '54, received his M.A. degree in religious education from Emory University. His recent marriage to Frances West is also a result of attending Emory — he met her there.

Eugene Antley, '55, is teaching history and government at Spartanburg Junior College in Spartanburg, South Carolina.

Robert M. Maddox, '56, has recently been promoted to assistant cashier of the Mechanics State Bank in McComb, Mississippi.

Annicie Loflin and Virginia Slater, '56, have been accepted for membership in the American Society of Medical Technologists. Both are now employed by the University of Mississippi Medical Center in Jackson, having completed their training at Charity Hospital in New Orleans.

"Cambridge is definitely the intellectual center of the world," Reynolds Cheney, '57, writes, and he's busy trying to take advantage of every opportunity while enrolled in Episcopal Theological School there. He is working in a parish in downtown Boston and will do three months' clinical training in a mental institution this summer.

Continuing the fine work she did with the Players at Millsaps, Shirley Brown, '57, was selected to serve as stage manager for the Jackson Little Theater's presentation of "Dial M for Murder." She also served as stage manager for the Opera Guild's production of "The Impresario." She accepted a position with the YWCA upon graduation from Millsaps.

ALUMNI DAY ACTIVITY

Friday, May 9

Singers Rehearsal 7 p. m.

Saturday, May 10

Singers Fellowship 9 a. m.

Singers Rehearsal 10 a. m.

Registration (All Alumni) 11:30 a. m.

Dutch Luncheon 12 noon

Seminars 2 p. m.

Convocation 5:15 p. m.

Alumni Day Banquet 6:15 p. m.

"Kismet" 8:15 p. m.



If you want to know more about what the college crisis means to you, send for the free booklet "The Closing College Door" to: Box 36, Times Square Station, New York 36, N. Y.

This could be the college your child wants to enter in 1967.

It could be any college in the country in another ten years. Or every college, for that matter. It's a sobering thought.

Farfetched?

Not in the least. The blessing of a growing population has brought with it a serious threat to our cherished system of higher education. College classrooms and laboratories are already alarmingly overcrowded by mounting enrollments. Admissions authorities see no letup . . . in fact, expect to have twice as many applicants clamoring at the gates by 1967. Even more critical is the fact that faculty salaries remain pathetically inadequate, and qualified people, dedicated but discouraged, are seeking greener fields, elsewhere.

If this trend continues, the time will come when our colleges will be less able to produce thinking, well-informed graduates. When that happens, American education will face a sad day. And so will our children, our country, our way of life.

But this threat doesn't have to become a reality. You can do your part to keep our system on a sound footing.

How?

By helping the colleges or universities of your choice. With your aid, they can assure us continued progress in science, in business, in statesmanship, in the better things of life . . . for us, and for our children.

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